DOCUMENT RESUME

ED 336 953 FL 019 448

AUTHOR Draper, Jamie B., Comp.
TITLE Dreams, Realities, and Nightmares. The Present and Future of Foreign Language Education in the United States.
INSTITUTION Joint National Committee for Languages, Washington, DC.; National Council for State Supervisors of Foreign Languages.
PUB DATE Apr 91
NOTE 30p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Articulation (Education); Comparative Analysis; Data Collection; *Educational Policy; Elementary Secondary Education; *Enrollment Trends; Higher Education; Inservice Teacher Education; National Surveys; Preservice Teacher Education; *Public Policy; Second Language Instruction; *Second Language Programs; *State Programs

ABSTRACT

The National Education Goal that calls for increased ability to communicate with other nations and understand other cultures is one of six goals established at the 1989 Education Summit between President Bush and the 50 state governors. In response to this goal, the Joint National Committee for Languages surveyed the National Council of State Supervisors of Foreign Languages and other individuals responsible for foreign language education at the state level. Specifically, this sixth annual survey on the status for foreign language education sought to determine the "ideal" foreign language program: how much language instruction should be offered and/or required at the elementary and secondary levels; what levels of proficiency should be obtained; what languages should be offered; and what preparation is needed by foreign language teachers. Descriptions of major problems and the current status were also requested. The 37 surveys returned (out of a total of 51 sent) indicated as a whole that more than 30% of high school students are enrolled in foreign language classes, but that there is little information on K-8 enrollment because many states do not collect that data. Data from each state are presented in the following format: enrollment figures; languages offered; requirements; percentage of school districts offering language instruction; pre-service and in-service teacher preparation; and current initiatives. Problems cited include inadequate teacher profiency, articulation difficulties, emphasis on technology to the exclusion of human interaction, and insufficient public support. (LB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED336953

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jamie B. Draper

Comp.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DREAMS, REALITIES AND NIGHTMARES

The Present and Future of Foreign Language Education in the United States

Compiled by

Jamie B. Draper
Joint National Committee for Languages

In cooperation with the
National Council of State Supervisors of Foreign Languages

April 1991

FL019448

BEST COPY AVAILABLE

The 1989 Education Summit between President Bush and the fifty governors focused America's attention on the future of the nation's education system. One of the primary motivating factors behind this call for educational improvement was the recognition that we need to equip our citizens with the skills and understanding necessary to participate and work in an increasingly global society. The result of that summit, the six National Education Goals, set the priorities for education reform over the next ten years; among those goals is a call for increased ability to communicate with other nations and understand other cultures. Consequently, this sixth annual survey of the status of foreign language education in the states seeks to begin to answer the following questions: what do we really want from foreign language education, what will it take to get us there, and what are the obstacles to be overcome?

The Survey

A questionnaire was sent to the members of the National Council of State Supervisors of Foreign Languages, and other individuals responsible for foreign language education at the state level. Recipients were asked to describe the "dreams, realities and nightmares" for foreign language education. Specifically, the survey sought to determine the "ideal" foreign language program: how much language instruction should be offered and/or required of students at the elementary and secondary levels; what levels of proficiency should be obtained; what languages should be offered and what preparation was needed by foreign language teachers. Respondents were also asked to describe the major problems involved in realizing this dream program, and to describe the current status of foreign language education in their states. Thirty-seven of the fifty-one surveys sent were returned.

PART 1. DREAMS

The Ideal State Foreign Language Education Program

Course Offerings

The vast majority of respondents felt that all students could benefit from language instruction (see figure 1), not just the academically advanced or "college bound" student. As one supervisor noted, "if being bilingual is a priority, then it should be for all students, not just an elite group." Another respondent noted that "well-articulated programs that strive for increased levels of language proficiency will require annual offerings at each level."

Foreign language instruction would be offered:

	Elem.	Sec.
Every year for all students	22	24
Every year for some students	3	5
Some years for all students	6	4
Some years for some students	0	1

Figure 1.

Language Requirements

A substantial majority of supervisors felt that all students should be required to take some foreign language instruction. Further, respondents were more inclined to put the requirements at the elementary level, rather than the secondary. Requirements could vary, depending on the needs of the individual student. For some, exposure to the cultural components of language instruction would be most beneficial. For others, long sequences of study would produce high levels of competence in the language.

Language study would be required:	Elem.	Sec.
Every year for all students	12	5
Every year for some students	3	6
Some years for all students	14	14
Some years for some students	3	7
No requirements	1	1

Figure 2.

Program descriptions varied from state to state except on the subject of sequencing. Virtually all respondents remarked on the need to have long sequences of well-articulated study in order to produce higher levels of language proficiency. One respondent noted, "the slow process of language acquisition begs an early introduction into the curriculum and a sustained program throughout the grades. In the upper grade levels, various options would be available to students: advanced grammar/composition courses, content-based courses in many disciplines through the medium of the foreign language, etc." Other comments included the suggestions that language instruction in the elementary level be part of the "core curriculum" along with math, science, and English and that language instruction should also be integrated with other subjects and disciplines in order to make the most of an already crowded curriculum.

Languages Offered

All respondents agreed that there needed to be as wide a variety of second language offerings as possible, with increased attention paid to the currently less-commonly taught languages. However, it was also noted that the reality of small school districts and the need to increase the length of sequence of instruction might result in limiting the number of languages offered. Second languages spoken in a given community should be considered when determining course offerings, as well as the needs of the state and nation. Languages should also only be added when there are sufficient resources (human and monetary) to ensure a sustained sequence of instruction.

Outcomes of Language Instruction

Despite concerns about the varying results of different program models and length of instructional sequence, there appeared to be a general consensus that all students "should be prepared to function both linguistically and culturally at a very minimal survival level." Other students participating in long sequence of study throughout their school careers could achieve more advanced levels of proficiency (see figure 3).

Proficiency Levels to be Obtained by:	Elem.	Sec.
All Students		
Novice	13	5
Intermediate	11	19
Students Studying Longer Sequences		
Intermediate	19	17
Advanced	5	13

Figure 3.

Teacher Preparation

All foreign language teachers should possess advanced levels of proficiency in the target language, as well as a thorough understanding of the cultures in which the target language is spoken. It is highly desirable that language teachers have the opportunity to experience the target culture first hand. On an equal footing with language skills is the need to be prepared to deal with the age group to be taught. This was mentioned repeatedly with respect to elementary foreign language teachers. One respondent noted that the "failure in FLES in the sixties, I feel, was due in large part to the fact that many of the teachers did not know how to work with elementary children."

PART 2. NIGHTMARES

Potential Problems in Expanding Foreign Language Education

There are a variety of problems facing the expansion of foreign language education in this country, the most obvious being money and human resources. Foreign language instruction is still one of the first subject areas to go in times of fiscal austerity. Finding the necessary teachers to provide expanded sequences of study is also a current, as well as future, problem. Even if these problems did not exist, however, there would still be a variety of pitfalls to be aware of and avoided if we are truly committed to making our citizens language competent. Listed below are comments on the most frequently mentioned "nightmares."

Teacher Education

"Many of our present teachers do not have the level of proficiency necessary to carry out proficiency-oriented instruction... Long sequences with higher level courses at the top of those sequences will require a much better qualified cadre of foreign language teachers than we now have. We have very, very few elementary foreign language teachers. Most teachers teaching language in the elementary grades are secondary teachers who have had little training in elementary education, if any."

"If preservice education is dismal, inservice preparation is worse. University methods people and state consultants generate models and methods of instruction which are discussed at regional and national conferences. Very little of this trickles down to the classroom teacher who tends to be overloaded with large classes and multiple preparations. Thus, while a dozen or so movements have come and gone, a large percentage of teachers still have had no training in dealing with anything but formal grammar and explication of written texts... For most schools, there is simply no delivery vehicle for updating knowledge and skills. Inservice education of teachers is delegated to 16,000 autonomous school boards, and most of them are unwilling or unable to generate funds for teacher inservice."

"Above all, implementing required foreign language programs without a well-conceived plan for training teachers would be the greatest of nightmares. Hastily planned programs of the past underestimated the importance of the teacher/role model who could speak the target language."

"Colleges must begin now to prepare for an articulated, multiple-entry, multiple-language curriculum, K-16. Activities must be undertaken now to (1) do research on effective methods with elementary school children; (2) design teacher training programs for elementary school teachers; (3) revamp teacher training programs for secondary and college teachers."

Articulation

"Articulation will continue to remain a key problem area. More than ever before, teachers will need to work together at all levels within a school district to provide a well-sequenced K-12 foreign language program. This will require skilled facilitators and leaders in each school district."

"Students must not be caught up in the 'starting over' game. Teachers within a feeder system must work together to build a sequential program, not a series of 'exploratories'... An elementary school that offers only Spanish, a middle school that offers French, and a high school that offers German won't allow the child the opportunity to develop proficiency in any language."

"Articulation is very important, not only between school levels but between the schools and universities. In many cases, programs are being initiated at the elementary level without any attempt to look into the future as to how these students will be able to carry out a longer sequence. Universities seldom pay any attention to the goals and objectives of secondary school foreign language programs."

Distance Learning

"Today's emphasis on technology leads some to believe that software and videos will solve the problems of teacher shortages. To eliminate the human interaction so basic to the language class is to eliminate the essence of the human language system we are trying so desperately to capture."

"Increased enrollments coupled with modern technology may bring a heavy reliance on distance learning programs for delivering foreign language instruction. Foreign language educators must ensure that certain criteria are met for all distance learning programs and that the interactive, communicative aspect of language learning remains the focus of these programs."

Public Support

"The profession will need to raise each school's and community's awareness of the importance for foreign language instruction. The profession must be ready to provide suggested implementation strategies for integrating foreign language instruction into each school's curriculum so that school programs support and reinforce one another."

"It is imperative that the school and the community accept and understand that the foreign language program is an integral part of the curriculum. It is not an add-on, frill, or an after-school activity... Foreign language study must be part of the school philosophy supported by the entire staff."

PART 3. REALITIES

The Current Status of Foreign Language Education in the States

The reality of foreign language education continues to improve, although slowly. Twenty of the thirty-seven states reporting had more than 30% of their high school students enrolled in foreign languages. Even more heartening is that fourteen states have enrollments above 35%, seven are above 40%, and four are at 45% or above. There are still areas of this country, however, where foreign language instruction is not even available at the high school level. The situation below the high school level is much worse. First of all, there is very little data on enrollments in grades K-8. Of the few states that do keep enrollment data, most have foreign language enrollments of less than 5% at the elementary level and 10-20% at the middle school level. The availability of language instruction at these levels is limited. There has been little change in teacher preparation programs, although several states are considering provisions for prospective teachers to demonstrate more advanced levels of proficiency, particularly oral skill. Teacher inservice opportunities remain extremely limited, however, with the bulk of opportunities at the state level being provided by professional language teaching associations.

There is still much to be done before the nation can "substantially increase the number of students competent in more than one language" (*National Education Goals*). The results of this survey indicate a substantial knowledge of the obstacles and potential solutions to the expansion of language education. The question is, is the nation willing to commit the necessary time and resources to achieve this goal?

STATE-BY-STATE LISTINGS

ARIZONA

Enrollment Figures:

Elementary: NA
Middle/junior: NA
High school: NA

Languages Offered:

Elementary: Spanish
Middle/junior: French, German, Spanish
High school: French, German, Italian, Japanese, Latin, Navajo, Russian, Spanish

Requirements: Beginning in the 1991-92 school year, the State Board will require that all common schools grades 1-8 provide foreign language instruction in at least one grade level. Each year thereafter, common schools will be required to provide an additional grade of foreign language instruction to include all grades 1-8 by the 1998-99 school year.

Percentage of School Districts Offering Language Instruction:

Elementary: 2% (est.)
Middle/junior: 10% (est.)
High school: 99% (est.)

Pre- and In-service Teacher Preparation: No certification is currently available for elementary foreign language teachers. High school teachers are required to obtain 30 credit hours in the teaching major to be certified as a foreign language teacher in grades 7-12. The three State universities provide teacher preparation programs. The Department of Education and the Arizona Foreign Language Association coordinate training activities for classroom teachers through an Annual Conference and Spring Workshop.

Current Initiatives: A Certification Reform Task Force established by the State Superintendent of Public Instruction will bring together educators from various backgrounds to review existing and desired changes to education certification requirements and preparation programs. Elementary foreign language certification and preparation will be one of the items to be considered by the Task Force.

The State Board of Education will hold a public hearing on May 28, 1991 to consider a one year delay of the elementary foreign language requirement.

ARKANSAS

Enrollment Figures: 1989-90

Elementary: NA
Middle/junior: NA
High school: 28,912 or 23% of grades 9-12

Languages Offered:

Elementary: French, German, Spanish
Middle/junior: French, German, Japanese, Latin, Russian, Spanish
High school: French, German, Italian, Japanese, Latin, Russian, Spanish

Requirements: "Exercises in Foreign Languages" is a part of the K-6 core curriculum. Middle/junior high schools are strongly encouraged to offer foreign language instruction, and all accredited high schools are required to offer two units of one foreign language. Several state universities have foreign language entrance or exit requirements.

Percentage of School Districts Offering Language Instruction:

Elementary: 100% offer foreign language or cultural exercises
Middle/junior: NA
High school: 100%

Pre- and In-service Teacher Preparation: Current certification standards require that foreign language teachers complete a minimum of 24 semester hours of foreign language instruction, including nine hours in upper division courses. Changes in certification are presently being proposed; these include increasing the number of hours in foreign language and adding a K-12 certification.

No state funds are allotted for foreign language teacher training. The state foreign language education specialist makes presentations and conducts workshops at professional association meetings, education service cooperative inservice sessions, and university foreign language methods classes. The state foreign language association offers training at district and statewide association meetings. In addition to regular courses, colleges and universities offer institutes funded by the National Endowment for the Humanities and other sources.

Current Initiatives: Proposed legislation would require all students entering state colleges and universities to have completed two units of a foreign language.

CALIFORNIA

Enrollment Figures: 1989-90
Elementary: 6,488 students in grades K-8
Middle/junior: included above
High school: 502,104 students in grades 9-12

Languages Offered:
Elementary: (K-8) Chinese, French, German, Italian, Japanese, Portuguese, Russian, Spanish, Vietnamese
Middle/junior: included above
High school: Chinese, French, German, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, Vietnamese

Requirements: Students are required to take one year of either foreign language or fine arts to receive a high school diploma. Two years of study are required for entrance into a state-run, four-year university.

Percentage of School Districts Offering Language Instruction:

Elementary: 5%
Middle/junior: 10%
High school: 99%

Pre- and In-service Teacher Preparation: The state department of education advises the Commission for Teacher Credentialling. Currently, foreign language teachers must have a bachelor's degree in a foreign language plus one year of teaching experience to obtain a single-subject credential.

The California Department of Education offers a wide variety of staff development programs in cooperation with the California Foreign Language Project (see below), the California Language Teachers' Association (CFLTA) and foreign governments with official representation in the state. CFLTA offers summer seminars on foreign language methodology, an annual statewide conference, and regional conferences. There are also two types of opportunities for teachers to update their language skills: foreign language immersion weekends and intensive summer programs in Mexico and Quebec.

Current Initiatives: The California Foreign Language Project, established by the state legislature, is based at Stanford University and has as its central mission the promotion of communication-based and culturally authentic language instruction. The Project holds intensive statewide and regional institutes during the summer in addition to providing foreign language study opportunities. Nine regional centers provide follow-up activities during the

academic year. At each center there is a team composed of outstanding foreign language teachers skilled at adapting theory to classroom practice.

COLORADO

Enrollment Figures:

Elementary: NA
Middle/junior: NA
High school: NA

Languages Offered:

Elementary: French, German, Japanese, Latin, Russian (not articulated except in 2 or 3 small districts), Spanish
Middle/junior: Arabic (Foreign language experience only), French, German, Japanese, Latin, Russian, Spanish, Swahili
High school: French, German, Latin, Russian, Spanish; Japanese is offered in only 3 districts: @ 300 students.

Requirements: There are no state requirements for foreign language study.

Percentage of School Districts Offering Language Instruction:

Elementary: NA
Middle/junior: NA
High school: NA

(An estimated 90% of school districts offer foreign language instruction, including a few facilitated by non-speakers and videos.)

Pre- and In-service Teacher Preparation: The Colorado Department of Education (CDE) sets the minimum standards for certification. It approves teacher-education programs per subject matter area or specific language. CDE then takes the recommendation of the degree-granting institution that a candidate has met these standards. To be certified, a teacher of a language must have a major (or the equivalent as certified by the institution) in that language plus education courses and student teaching. Unique among the disciplines, foreign language student teaching is supervised by the target language department, not the school of education.

Federal funds (Chapter 2) provide a 10% FTE foreign language consultant. The Colorado Congress of Foreign Language Teachers is very active and provides workshops and conferences as inservice for the state's language teachers.

Current Initiatives: The entire CDE staff is currently collaborating to define "Proficiencies" for grades 4, 8, and 12. The state level does not control curriculum. Each district is required to have its own set of proficiencies by June 30, 1991. CDE is providing an example which districts may adopt and adapt. Due to the work accomplished through the *Proficiency Sample Project*, the foreign language community is taking a leadership role in the proficiencies work.

DELAWARE

Enrollment Figures: 1989-90

Elementary: NA
Middle/junior: 27.4% of grades 7-8 in semester or full year programs exclusive of exploratory language programs
High school: 38% of grades 9-12

Languages Offered:

Elementary: NA
Middle/junior: French, German, Latin, Spanish
High school: French, German, Italian, Latin, Russian, Spanish

Requirements: Two years' study of one foreign language is required for undergraduate admission into the University of Delaware.

Percentage of School Districts Offering Language Instruction:

Elementary:	NA
Middle/junior:	69%
High school:	100%

Pre- and In-service Teacher Preparation: Department of Public Instruction (DPI) staff serve on the review team which certifies teacher education programs at the state's teacher education institutions and regulates teacher certification requirements. DPI also sponsors and funds statewide inservice activities available to all foreign language teachers.

In order to be certified, foreign language teachers must complete a program of teacher education in the language to be taught, including a minimum of 15 semester hours of education courses (methodology, human development, student teaching, etc.) and a major in the language to be taught or 30 semester hours in the language to be taught. For assignment at the elementary level, a certified secondary teacher must have coursework in methods of teaching at the elementary level. These certification requirements are currently being revised.

Current Initiatives: The *Ad Hoc* Committee on International Education in Delaware, a group of educators from the Department of Public Instruction and the University of Delaware, has issued their "Report on the Status of International Education in Delaware." The report makes recommendations on improving international education within the state including: making international education a major state education goal, providing all elementary school students the opportunity to study a foreign language, providing incentives for high school students to achieve a high level of proficiency in a foreign language, revising the social studies curriculum to give it a more international focus, and calling upon education, business and government leaders to convince students of the need to acquire international skills and knowledge. To date, there has been no action on the committee's recommendations.

DISTRICT OF COLUMBIA

Enrollment Figures: 1990-91

Elementary:	12,996 or 26% of grades PreK-6
Middle/junior:	7,095 or 44% of grades 7-9
High school:	9,575 or 66% of grades 10-12

Languages Offered:

Elementary:	Arabic, Chinese, French, Latin, Russian, Spanish
Middle/junior:	Chinese, French, German, Latin, Russian, Spanish
High school:	Arabic, Chinese, French, German, Greek (classical), Italian, Latin, Russian, Spanish

Requirements: The District's junior high and high school students are required to take one carnegie unit of foreign language study.

Percentage of School Districts Offering Language Instruction:

Elementary:	100%
Middle/junior:	100%
High school:	100%

Pre- and In-service Teacher Preparation: The D.C. Public Schools (DCPS) system reviews licenses of teacher education programs, administers professional examinations, conducts a mentor program and subsidizes graduate coursework for teachers new to the profession. Foreign language teachers in the District must have a bachelor's degree, 30 credits in the content area, education courses including methods of teaching for foreign languages (secondary or elementary), observation and practice teaching, computer literacy, linguistics or reading in the content-area, oral proficiency interview, etc.

Staff development programs are offered through the Division of Curriculum and Educational Technology. DCPS conducts an annual mini-conference on foreign language teaching. The Greater Washington Association of Teachers of Foreign Language also provides inservice opportunities for teachers at its annual conference.

Current Initiatives: An independent public/private task force has submitted recommendations for expansion of foreign language programs from elementary through senior high and for increased graduation requirements. The recommendations are currently under consideration by the D.C. School Board.

FLORIDA

Enrollment Figures: 1989-90

Elementary:	158,646 or 15% of grades K-6
Middle/junior:	25,910 or 10% of grades 7-8
High school:	196,241 or 40% of grades 9-12

Languages Offered:

Elementary:	French, German, Spanish, and Spanish for Spanish Speakers
Middle/junior:	French, German, Latin, Spanish, and Spanish for Spanish Speakers
High school:	French, German, Greek, Hebrew, Italian, Latin, Russian, Spanish, Spanish for Spanish Speakers, Arabic, Chinese, and Japanese

Requirements: Two years of high school foreign language study, or its equivalent, is required for admission into the state's four year colleges and universities. This requirement may be fulfilled at the community college level.

Percentage of School Districts Offering Language Instruction:

Elementary:	39%
Middle/junior:	49%
High school:	100%

Pre- and In-service Teacher Preparation: The state department of education is responsible for setting teacher certification standards. Foreign language teachers may fulfill requirements in three ways: a bachelor's degree or higher with an undergraduate major in the language to be taught; a bachelor's degree or higher with a minimum of 30 semester hours in the language to be taught; a bachelor's degree or higher with specialization requirements fulfilled in a language other than English and 21 semesters hours in the language to be taught. Prospective teachers must also pass a language test which includes the four language skills plus culture and teaching methodology. The test is currently available for teachers of French, German, Latin and Spanish.

Regular staff development programs are funded at the school district level. Additionally, the state funds summer institutes for language teachers.

Current Initiatives: College entrance requirements have increased enrollments; curriculum frameworks have been developed to provide more consistent instruction; and changes in certification standards have improved teacher preparation. Summer institutes have enabled current teachers to increase their skills in the languages taught.

GEORGIA

Enrollment Figures: 1990-91

Elementary:	11,410 or 2% of grades K-5
Middle/junior:	53,345 or 20% of grades 6-8
High school:	104,496 or 35% of grades 9-12

Languages Offered:

Elementary:	French, German, Italian, Japanese, Spanish
Middle/junior:	Chinese, French, German, Japanese, Latin, Russian, Spanish, Swahili
High school:	Arabic, Chinese, French, German, Japanese, Latin, Russian, Spanish

Requirements: College-bound students are required to take two years of a foreign language, and two years of high school foreign language credit is required for admission into the state's colleges and universities.

Percentage of School Districts Offering Language Instruction:

Elementary: 11% (20 of 186)
Middle/junior: 35% (65 of 186)
High school: 100% (186 of 186)

Pre- and In-service Teacher Preparation: The state department of education is responsible for defining and monitoring approved teacher preparation programs. Foreign language teachers must have a major in the language to be taught and a minor in education (including 10 hours of foreign language methodology). Candidates must also pass a Teacher Certification Test in the language to be taught. There are currently no funds available for statewide inservice opportunities for foreign language teachers.

Current Initiatives: The Middle School Incentive Policy has been amended to allow foreign language instruction to be a part of the four and one-half hour "academic" block of instruction. The "Permitted Personnel Policy" allows college-educated, native speakers to teach less-commonly offered languages. Foreign language education is a critical, central component of current discussions on school reform.

HAWAII

Enrollment Figures: 1990-91
Elementary: 9,486 or 18% of grades 3-6
Middle/junior: 820 students
High school: 16,798 or 39% of grades 9-12

Languages Offered:
Elementary: Cantonese, Chinese (Mandarin), French, German, Hawaiian, Ilocano, Japanese, Korean, Russian, Spanish
Middle/junior: French, Hawaiian, Japanese, Latin, Spanish
High school: Chinese, French, German, Hawaiian, Japanese, Latin, Russian, Spanish

Requirements: To receive a high school honors diploma, students must study two years of a foreign language. The University of Hawaii requires two years of language study to receive a bachelor's degree.

Percentage of School Districts Offering Language Instruction:

Elementary: 40% of schools (not all grades receive instruction)
Middle/junior: 30% of junior high schools
High school: all high schools

Pre- and In-service Teacher Preparation: Department of Education administrators and the education specialist for Asian, European and Pacific Languages are members of the Teacher Education Committee at the University of Hawaii. Members meet to discuss teacher preparation programs and propose needed revisions. Currently, new foreign language teachers must possess an education degree in the language they wish to teach and must pass the Core Battery and the National Teacher's Exam in that language.

Inservice workshops are offered and/or requested by districts and coordinated by state and district staff. Summer courses are funded by the state program for Asian, European and Pacific Languages. These range from 1-3 credits and are taught by University of Hawaii Professors, state staff or visiting instructors.

Current Initiatives: Recent community surveys indicate moderate interest in increasing levels of foreign language education. While survey results do show support has grown in recent years, foreign languages have not yet emerged as a priority item. Those who favor foreign language study call for measures to be taken to infuse and integrate the study of other languages into the curriculum.

IDAHO

Enrollment Figures:

Elementary:	NA
Middle/junior:	NA
High school:	NA

Languages Offered:

Elementary:	NA
Middle/junior:	NA
High school:	French, German, Italian, Japanese, Latin, Russian, Spanish

Requirements: All high schools are required to offer foreign language courses, but no students are required to take them. Foreign language study is allowed to satisfy the two-year humanities graduation requirement.

Percentage of School Districts Offering Language Instruction:

Elementary:	NA
Middle/junior:	NA
High school:	100%

Pre- and In-service Teacher Preparation: For a major endorsement, prospective foreign language teachers must successfully complete 30 semester hours of coursework in the language to taught; a minor endorsement requires 20 semester hours.

The state operates a Foreign Language Teachers Academy which sends teachers abroad when funds, largely federal, are available.

Current Initiatives: A recent *Task Force on Hispanic Education* recommended that Spanish be required in all elementary schools enrolling 5% or more of Hispanic students. Foreign language would be taught in all elementary schools.

INDIANA

Enrollment Figures: 1989-90

Elementary:	NA
Middle/junior:	NA
High school:	106,014 or 38.5% of grades 9-12

Languages Offered:

Elementary:	NA
Middle/junior:	NA
High school:	Chinese, French, German, Japanese, Latin, Russian, Spanish

Requirements: For the high school "academic honors diploma," three years' study of one language or two years of two languages is required. No requirements exist at the elementary or middle school levels. Most of the state institutions of higher education have a foreign language graduation requirement in their liberal arts schools. Indiana University has implemented an entrance requirement of two high school years of foreign language instruction. Students who do not meet this requirement must take first year college courses without credit.

Percentage of School Districts Offering Language Instruction:

Elementary:	NA
Middle/junior:	NA
High school:	all districts must offer a minimum of two years of foreign language instruction

Pre- and In-service Teacher Preparation: The state department of education is the licensing agency for all public school teachers. The department approves university programs based on the minimal standards promulgated by the state board of education. The Foreign Language Advisory Committee is in the process of developing competencies for preservice teacher training in foreign language. These competencies will be disseminated to

all universities that have an approved program to license foreign language teachers. An effort is being made with these competencies to coordinate what is expected as learning outcomes in the schools and what competencies preservice teachers should achieve to teach in Indiana schools.

Currently, in addition to general education requirements, prospective language teachers must have a major (36 hours beyond the first college year) or a minor (24 hours beyond the first college year) in the language to be taught. There is a grade 5-12 licensing pattern which foreign language teachers can pursue which allows them to teach in upper elementary and middle school. A K-12 license for foreign language does not exist. In order to teach below grade 5, a teacher would need to be licensed in elementary education.

The department of education usually sponsors a series of state-wide workshops in the spring. These usually address current developments such as guide dissemination, information on current issues, textbook adoption, etc. Other opportunities are made available by the state foreign language association at its annual meeting and by the language-specific professional organizations.

Current Initiatives: No recent initiatives.

IOWA

Enrollment Figures:	1990-91	*Elementary:*	3,500 students
		Middle/junior:	NA
		High school:	63,045 or 48% of grades 9-12
Languages Offered:	*Elementary:*	French, German, Spanish	
	Middle/junior:	French, German, Japanese, Spanish	
	High school:	Chinese, French, German, Italian, Japanese, Latin, Norwegian, Russian, Spanish	

Requirements: Both elementary and middle schools in Iowa are encouraged but not required to offer foreign language instruction. All high schools must offer four years of one foreign language. Two of the three Regents institutions in the state require two years of high school foreign language study for entrance, and the University of Iowa requires two years of college level foreign language study for graduation.

Percentage of School Districts Offering Language Instruction:

Elementary:	11%
Middle/junior:	5-15% (est.)
High school:	100%

Pre- and In-service Teacher Preparation: The state department of education assists state and private teacher preparation institutions through coordination, newsletters, and curriculum guides. Prospective foreign language teachers must pass a minimum of 24 semesters hours in the target language, courses in child development at the appropriate age level (K-6 or 7-12), methods of teaching foreign language (either K-6 or 7-12), and have a student teaching experience at the appropriate grade level.

The state has enabled all area education agencies to conduct inservice workshops for foreign language teachers during the past year. The Iowa Foreign Language Association and several universities provide inservice programs as well.

Current Initiatives: The Iowa Director of Education would like to see students "bilingual by the year 2000." Elementary foreign language has strong support and has received state funds for grants for five years. The Iowa Business and Education Roundtable issued its final report on "The Iowa Initiative for World-Class Schools" in December 1990. The report notes that "today's Iowa students need to be prepared to succeed in life anywhere in the world...To succeed, they need foreign language skills and exposure to a variety of cultures." The report further notes that the first "result" of a world-class education should be that "each student will be able to read, write,

speak and listen and to use math and foreign language skills for purposes and situations similar to what he or she will encounter in life."

KANSAS

Enrollment Figures: 1989-90

Elementary:	10,406 in grades K-6
Middle/junior:	16,130 in grades 7-8
High school:	38,618 in grades 9-12

Languages Offered:

Elementary:	French, German, Hebrew, Spanish
Middle/junior:	Chinese, French, German, Hebrew, Latin, Spanish
High school:	Chinese, French, German, Greek, Italian, Japanese, Latin, Russian, Spanish

Requirements: There are no state requirements for students to study a foreign language, but all districts are required to offer it.

Percentage of School Districts Offering Language Instruction:

Elementary:	100%*
Middle/junior:	100%*
High school:	100%*

*In theory, all districts make it available, but some don't have any students enrolled.

Pre- and In-service Teacher Preparation: Teacher training must be approved by the state and follow set standards. Prospective foreign language teachers must complete an approved program and be recommended by the teacher preparation institution. An approved foreign language program is one which allows the student to acquire, among other things, the ability to understand, speak, read and write the target language; knowledge of the culture of the target language; and knowledge of appropriate instructional methods.

There is no state funding for foreign languages and, consequently, opportunities for professional development are limited to what universities are able to offer.

Current Initiatives: There are no new initiatives.

LOUISIANA

Enrollment Figures: 1990-91

Elementary:	59,781 in grades K-5
Middle/junior:	23,600 in grades 6-8
High school:	48,000 in grades 9-12

Languages Offered:

Elementary:	French, German, Japanese, Spanish
Middle/junior:	French, German, Japanese, Spanish
High school:	French, German, Italian, Latin, Russian, Spanish

Requirements: All "academically able" students in grades 4-8 are required to study a foreign language. There is a two-year foreign language entrance requirement at the state's flagship university, Louisiana State University.

Percentage of School Districts Offering Language Instruction:

Elementary:	97%
Middle/junior:	97%
High school:	96%

Pre- and In-service Teacher Preparation: All candidates for certification as foreign language teachers must complete 36 semester hours, or 24 hours above the sophomore level, of a foreign language. This includes a three-hour methods course in modern foreign languages. A minimum of 12 of the 24 hours may be fulfilled by a two-semester residence in a university abroad or by two summers of intensive immersion study. Nine additional hours of professional education appropriate to the elementary level are also required. The two semesters abroad or its alternative is required for French certification and is optional for all other foreign languages. The study abroad requirement may be substituted by achieving a score of intermediate on the ACTFL/ETS Oral Proficiency Interview.

The state funds and operates three regional workshops for foreign language teachers at the beginning of the academic year. The state also provides local workshops on request.

Current Initiatives: Since 1984, language instruction has been mandated in grades 4-8. The state is currently working towards giving local school districts more leeway in scheduling at the elementary and middle school levels.

MAINE

Enrollment Figures: 1990-91

Elementary:	8,423 or 0.07% of grades K-6
Middle/junior:	included below
High school:	38,532 or 41% of grades 7-12

Languages Offered:

Elementary:	American Sign, French, German, Latin, Passamaquoddy, Spanish
Middle/junior:	American Sign, French, German, Latin, Passamaquoddy, Spanish
High school:	American Sign, French, German, Greek (classical), Italian, Japanese, Latin, Penobscot, Russian, Spanish

Requirements: There are no foreign language requirements at the K-12 level; however, some colleges and universities require a limited amount of language study for admission into or completion of certain programs.

Percentage of School Districts Offering Language Instruction:

Elementary:	15%
Middle/junior:	78%
High school:	100%

Pre- and In-service Teacher Preparation: The Maine Department of Education mandates and regulates teacher certification requirements. To receive a foreign language certification endorsement, candidates must complete an approved baccalaureate program for foreign language teachers with a major in a foreign language. These requirements may also be fulfilled by candidates with a bachelor's degree from an accredited institution, a major in a foreign language which includes at least 18 semester hours of each language and skills preparation in listening and understanding; speaking, reading and writing; and linguistics, culture, literature and civilization. All candidates must have 24 semester hours of education courses including methods on teaching foreign language at the elementary level. These requirements are currently under review. Proposed revisions include increasing the number of required undergraduate course hours in a foreign language and using the ACTFL Oral Proficiency Interview (score of Advanced level or higher) as an option for fulfilling part of the requirements.

The bulk of statewide inservice training is provided by the foreign language consultant in the Maine Department of Education and the state's professional language associations. The state supports the efforts of the language associations and also funds regional workshops throughout the academic year. All other training is funded by the participants. Annually, the state co-sponsors with the Foreign Language Association of Maine a foreign language conference and a summer institute. These activities are funded primarily by participants with contributions from the sponsoring agencies.

Current Initiatives: A governor-appointed, 45-member commission recently published *Maine's Common Core of Learning*, a document that describes the knowledge, skills and attitudes all Maine students should acquire by graduation from high school. Although this report is neither a state mandate nor a curriculum, it does provide specific guidelines for educational change. The report argues that all children can learn a Common Core. It

proposes an integrated approach to learning and recommends that all Maine students study a foreign language, beginning in the elementary grades, and that they be able to communicate at a minimal survival level in a language other than their own.

MARYLAND

Enrollment Figures: 1990-91

Elementary:	2.3%
Middle/junior:	36.2%
High school:	42.3%

Languages Offered:

Elementary:	French, German, Italian, Japanese, Latin, Russian, Spanish
Middle/junior:	French, German, Italian, Japanese, Latin, Russian, Spanish
High school:	Chinese, French, German, Japanese, Latin, Russian, Spanish

Requirements: To receive a "Certificate of Merit," high school graduates must have completed at least one year of foreign language study at the second level or beyond.

Percentage of School Districts Offering Language Instruction:

Elementary:	3 of 24 districts
Middle/junior:	19 of 24 districts
High school:	all districts

Pre- and In-service Teacher Preparation: To become certified, foreign language teachers must pass the National Teachers Exam. There are currently no state-wide opportunities for teacher inservice in foreign language. The State Department of Education provides technical assistance as appropriate, develops foreign language assessment outcomes and distributes a statewide foreign language curriculum framework.

Current Initiatives: The state has recently completed work on statewide assessment outcomes in foreign languages.

MICHIGAN

Enrollment Figures: 1986

Elementary:	NA
Middle/junior:	NA
High school:	114,828 or 19.4%

Languages Offered:

Elementary:	NA
Middle/junior:	NA
High school:	Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, Spanish

Requirements: Foreign language study is highly recommended, but not required, at the high school level. College entrance and degree requirements in foreign languages vary by institution.

Percentage of School Districts Offering Language Instruction:

Elementary:	NA
Middle/junior:	NA
High school:	NA

Pre- and In-service Teacher Preparation: Prospective foreign language teachers must pass a state-approved program of instruction. Certification is either elementary or secondary, although a K-12 certificate is possible if requested by the school district. Language proficiency of prospective candidates is assessed by the teacher preparation institution.

Current Initiatives: Governor John Engler's budget proposal includes incentives for the expansion of foreign language education. Financed through new funding of $12 million, and a transfer of $997,700 from the current Department of Education funding, $25 per pupil would be allocated to school districts which meet the requirements for "quality" education programs. An additional $10 per pupil would be allocated to districts which "establish, expand, or promote the study of foreign language(s) by pupils in the elementary grades, middle school grades, or both." To receive the funding, schools would have to ensure "substantial continuity or uninterrupted sequence of foreign language studies from the elementary grade levels through the high school grade levels."

MISSISSIPPI

Enrollment Figures: 1989-90

Elementary:	NA
Middle/junior:	NA
High school:	25,512 students

Languages Offered:

Elementary:	French, Spanish on a limited basis
Middle/junior:	French, Latin, Spanish
High school:	French, German, Latin, Japanese, Russian, Spanish

Requirements: Foreign language courses are among other specified courses which may fulfill a required number of electives mandated for high school graduation.

Percentage of School Districts Offering Language Instruction:

Elementary:	5% (est.)
Middle/junior:	5-10% (est.)
High school:	90%

Pre- and In-service Teacher Preparation: Individual colleges and universities determine a part of certification course requirements. The State Department of Education accepts the college's definition of certification and requires teachers to make acceptable scores on the National Teachers Examination in the foreign language and satisfactorily complete a year of teaching.

Three-week summer seminars were available for French teachers in 1989-90 and for Spanish teachers in 1990. Funds were provided from grants given to the State Department of Education and the state board for universities.

Current Initiatives: The importance of studying foreign languages is becoming increasingly recognized by the public and administrators. In 1995, the state universities will increase entrance standards to require entering students to have had either a year of foreign language or world geography.

MONTANA

Enrollment Figures: 1990-91

Elementary:	600 or 0.6% of grades K-6 (est.)
Middle/junior:	1120 or 5% of grades 7-8 (est.)
High school:	12,240 or 30% of grades 9-12 (est.)

Languages Offered:

Elementary:	French, Spanish
Middle/junior:	French, Latin, Spanish
High school:	French, German, Latin, Russian, Spanish

Requirements: There is a two-year foreign language entrance requirement into state colleges/universities, but there are numerous loopholes in its implementation.

Percentage of School Districts Offering Language Instruction:

Elementary: 2%
Middle/junior: 40%
High school: 85%

Pre- and In-service Teacher Preparation: The state department of education plays a facilitating role in teacher education improvement and teacher certification revision. Presently foreign language teacher certification is for grades 5-12. In July 1992, certification will become K-12, and existing teachers will have to take appropriate elementary methodology to expand.

Current Initiatives: Changes have been made in school accreditation standards with more emphasis being placed on foreign languages. By 1991, all high schools must offer two units of a foreign language; by 1994, all middle and junior high schools must offer foreign language instruction; and in 1999 (with some questions) all elementary schools must offer foreign languages.

NEBRASKA

Enrollment Figures: 1990-91
Elementary: less than 1% of grades K-6
Middle/junior: 25% (est.)
High school: 35% (est.)

Languages Offered:
Elementary: French, Spanish
Middle/junior: French, German, Spanish
High school: Chinese, French, German, Japanese, Latin, Russian, Spanish

Requirements: There are no requirements for foreign languages at the elementary or middle/junior high school levels. High schools are required to offer two years of a foreign language and some state colleges/universities require language study for a bachelor's degree.

Percentage of School Districts Offering Language Instruction:

Elementary: less than 1%
Middle/junior: 25% (est.)
High school: 100% (est.)

Pre- and In-service Teacher Preparation: The state department of education is responsible for developing certification and endorsement standards and recommending offering requirements. Currently, each language teacher must complete the language program established by the respective teacher's college. The endorsement requires a minimum of 30 semester hours in the language to be taught.

There are no state-wide inservice opportunities for foreign language teachers other than those offered by the professional language associations at conferences.

Current Initiatives: Foreign language and international education appear to be gaining momentum. Foreign language has been included in the State Department of Education Position Statement on Global Education. Educational priorities are currently in a state of transition. The new governor has called for an education summit to establish new priorities.

NEVADA

Enrollment Figures:
Elementary: NA
Middle/junior: NA
High school: NA

Languages Offered:

Elementary:	Spanish
Middle/junior:	French, German, Spanish
High school:	French, German, Japanese, Spanish

Requirements: Third- and fourth-year foreign languages courses can count toward the humanities credits needed for high school graduation. To receive a bachelor's degree, students must have studied four years of foreign language at the high school level or two years at the university level.

Percentage of School Districts Offering Language Instruction:

Elementary:	1 of 17 districts
Middle/junior:	50% (est.)
High school:	100%

Pre- and In-service Teacher Preparation: To receive certification, foreign language teachers must have a major (36 semester hours) or minor (24 semester hours) in the language to be taught plus a minimum of three hours of methodology courses.

There are no state funds available for teacher inservice programs and very few district funds. The state does work with California to provide inservice programs on occasion, but teachers must pay their own way.

Current Initiatives: no recent initiatives

NEW JERSEY

Enrollment Figures:

Elementary:	NA
Middle/junior:	NA
High school:	NA

Languages Offered:

Elementary:	NA
Middle/junior:	NA
High school:	NA

Requirements: There are currently no language requirements.

Percentage of School Districts Offering Language Instruction:

Elementary:	NA
Middle/junior:	NA
High school:	100%

Pre- and In-service Teacher Preparation: Prospective foreign language teachers must complete a major in the language to be taught and take appropriate education courses. The state does not fund inservice activities.

Current Initiatives: The state department of education is developing core course proficiencies for all high school subjects mandated by the State Board of Education for high school graduation. Although language is *not* a requirement, this year core proficiencies for high school language courses will be developed.

NEW MEXICO

Enrollment Figures: 1989-90

Elementary:	7,863 or 4.85% of grades K-6
Middle/junior:	5,774 or 14.25% of grades 7-8
High school:	23,064 or 30.3% of grades 9-12

Languages Offered:

Elementary:	Spanish
Middle/junior:	French, German, Native American, Spanish
High school:	Chinese, French, German, Italian, Japanese, Latin, Native American, Russian, Spanish

Requirements: Two of the state's institutions of higher education require two credits of foreign languages for admission.

Percentage of School Districts Offering Language Instruction:

Elementary:	85%
Middle/junior:	85%
High school:	85%

(75 of 88 districts statewide offer a foreign language)

Pre- and In-service Teacher Preparation: Current foreign language teacher certification requirements (determined by the state department of education) include: a bachelor's degree, 24-36 hours in an education program, completion of the State Board of Education's approved functional areas and related competencies in professional education, 24-36 hours in content, and passage of the Core Battery of the National Teachers Examination and any appropriate specialty areas.

For the first time, the New Mexico Department of Education will provide an offering this year for foreign language teachers during its Summer Leadership Institute. The state language consultant is available for district inservices. An intensive German Summer Program is provided by the Goethe Institute and the University of New Mexico has an intensive "Francophone Summer School of New Mexico," which includes a teaching methods workshop.

Current Initiatives: An initiative recently passed (August 1990) by the State Board of Education in its long-range planning document, "Consolidating Initiatives for Tomorrow's Education (CITE) Plan," established the goal of proficiency in two languages by the year 2000 for all students. Current education reform efforts in New Mexico center on the Re:Learning and restructuring efforts. Foreign language education will probably find a place in interdisciplinary classes and utilize more cooperative learning activities.

NORTH CAROLINA

Enrollment Figures:

Elementary:	NA
Middle/junior:	NA
High school:	NA

Languages Offered:

Elementary:	French, Spanish, German, Japanese
Middle/junior:	French, Spanish, German, Japanese, Latin
High school:	French, Spanish, German, Japanese, Russian, Chinese, Latin

Requirements: By 1995, all students in grades K-5 will study a foreign language and foreign language instruction must be available to all middle/junior high school students. "Academic scholars" at the high school level must study two years of a foreign language.

Percentage of School Districts Offering Language Instruction:

Elementary:	85%
Middle/junior:	50%
High school:	100%

Pre- and In-service Teacher Preparation: The state department of education works closely with colleges and universities in converting teacher preparation programs to K-12 and assists in program evaluation. The state funds and operates a Governor's Language Institute (four-week summer immersion institutes) for the state's foreign

language teachers. Immersion weekends are also available, funded by individuals or local school districts. A Satellite In-Service Workshop is available through a federally-funded Star Schools program.

Current Initiatives: A test of listening skills for third graders is being developed in French and Spanish.

NORTH DAKOTA

Enrollment Figures: 1989-90

Elementary: NA
Middle/junior: NA
High school: 6,253 or 29.6% of grades 9-12

Languages Offered:

Elementary: NA
Middle/junior: NA
High school: Spanish, French, German, Latin, Japanese (satellite), Russian (satellite)

Requirements: There are no language requirements at the K-12 level. Some departments at the University of North Dakota have a language requirement for graduation.

Percentage of School Districts Offering Language Instruction:

Elementary: 0%
Middle/junior: very small %
High school: 55% -- 113 of 208 high school districts, several only through the use of technology

Pre- and In-service Teacher Preparation: The state department of education sets minimum teacher certification requirements; however, teachers are normally certified by the university from which they graduate. Foreign language teachers must have a major or a minor in the foreign language or a minimum of 16 semester (24 quarter) hours in the language.

There are virtually no in-depth, state-wide inservice opportunities available to foreign language teachers. In the last five years the only state-wide inservice program was federally-funded and organized by a volunteer. The Foreign Language Association of North Dakota offers a half-day inservice workshop at each of the two meetings it holds each year.

Current Initiatives: The state universities are instituting entrance requirements for the first time in 1993. Foreign language (two years) is strongly recommended but not required. Foreign languages are the only non-required subject area that is recommended. The entrance requirements will be reconsidered in 1995.

The state public television system will begin teaching a Spanish course via regular broadcast system in the fall of 1991. It will be interactive and will offer a two-year sequence. Distance learning systems have been installed by several consortia which will offer foreign language instruction.

OKLAHOMA

Enrollment Figures: 1989-90

Elementary: NA
Middle/junior: 3,073 students in grades 6-8
High school: 40,812 students in grades 9-12

Languages Offered:

Elementary: NA
Middle/junior: French, Latin, Spanish
High school: French, German, Latin, Russian, Spanish

Requirements: The School of Arts and Sciences at both the University of Oklahoma and Oklahoma State University require foreign language study for a bachelor's degree.

Percentage of School Districts Offering Language Instruction:

Elementary: 10% (est.)
Middle/junior: 40% (est.)
High school: 60% (est.)

Pre- and In-service Teacher Preparation: The state mandates and administers foreign language teacher exams in Spanish, French, German and Latin. The State Board of Education sets teacher education standards. Currently, foreign language teachers must have 40 semester hours of foreign language, 35 in one language, plus the usual education courses.

The state sponsors inservice programs at no cost to participants. The state foreign language association conducts workshops at its two annual meetings, and summer college/university sessions offer foreign language programs from time to time.

Current Initiatives: House Bill 1017 created a Curriculum Committee to propose a mandated core curriculum. On February 1, 1991, the State Board of Education approved a core curriculum which included foreign language requirements which are tied to the ACTFL Proficiency Guidelines. The new curriculum will require all students in grades K-3 to have instruction in language and cultural awareness. This instruction will have no proficiency goals and will be taught by regular classroom teachers. All students in grades 4-8 will be required to take an articulated, sequential program of foreign language instruction. By the end of grade 5, students are expected to attain a novice-high level of language proficiency and a level of intermediate-low by the end of grade 8. In grades 9-12, foreign language study will remain an elective but high schools will be required to offer at least two years of a foreign language. Students who continue an articulated program of foreign language study beginning in grade 4 and continuing through senior high school will be expected to achieve a proficiency level of intermediate-high. Implementation of the new curriculum will begin in 1993-94 and be fully in place by 1997.

OREGON

Enrollment Figures: 1990-91
Elementary: 10,309 or 3.2% (includes middle schools)
Middle/junior: NA
High school: 44,779 or 27.4% (includes junior high)

Languages Offered:
Elementary: (includes middle schools) French, German, Japanese, Russian, Spanish
Middle/junior: NA
High school: (includes junior high) Chinese, French, German, Italian, Japanese, Latin, Russian, Spanish

Requirements: There are no statewide language requirements at any level. Individual schools may, and some do, set their own requirements.

Percentage of School Districts Offering Language Instruction:

Elementary: 20.1% (includes middle schools)
Middle/junior: NA
High school: 54.4% (includes junior high)

Pre- and In-service Teacher Preparation: Oregon has four ways a prospective foreign language teacher may be certified:

1. Basic Teaching Certificate with Subject Matter Endorsement for candidates who have completed a four-year teacher-preparation program in the United States; candidates from outside the U.S. may have an Oregon teacher-preparation institution evaluate their work if they want to be recommended for certification. Endorsements are available only for French, German, Japanese, Russian or Spanish (see #3 below). This certificate is valid for three years and is renewable.

2. Standard Teaching Certificate with Subject Matter Endorsement for candidates who have completed a five-year teacher-preparation program plus three years of experience. This certificate is valid for 5 years and is renewable.

3. Certificate of Accomplishment for candidates who have equivalent alternative preparation and experience and for candidates who qualify for number 1 above but who want to teach other foreign languages.

4. Restricted Teaching Certificate for Exchange Teachers for candidates who hold a teaching certificate or license in their home state or country for teaching the subject or grade to which they are assigned in Oregon.

Candidates for all four certificates must pass the California Basic Educational Skills Test or the National Teachers Exam Core Battery. Candidates for a Basic Teaching Certificate with a language endorsement must pass the NTE.

Current Initiatives: A 1989 legislative mandate lead to the June 1990 release of the State Board of Education definition of a "Standard Education for Oregon Students." One section of the definition recommended "International Understanding" as part of the curriculum and concluded with, "It is believed that learning a second language(s) and studying its relevant culture(s) beginning in elementary school, will do more to enhance international education and understanding by Oregon students than any other change in the instructional program." The State Board has subsequently appointed a Task Force to look at the implementation of second language instruction in the state's elementary schools. However, the recent passage of Measure 5, a ballot initiative which limits the use of property tax for school and government expenditures, may affect any change proposed by the Task Force.

PENNSYLVANIA

Enrollment Figures: 1989-90

Elementary:	NA
Middle/junior:	NA
High school:	235,305 or 33% of grades 7-12

Languages Offered:

Elementary:	French, German, Spanish
Middle/junior:	French, German, Latin, Spanish
High school:	Chinese, French, German, Italian, Japanese, Latin, Russian, Spanish

Requirements: All high schools are required to offer two foreign languages, one of which must be a modern foreign language. A four-year sequence of one of the languages must be offered.

Percentage of School Districts Offering Language Instruction:

Elementary:	NA
Middle/junior:	52% (est.)
High school:	100%

Pre- and In-service Teacher Preparation: The State Department of Education establishes certification standards and is responsible for managing teacher testing programs. Prospective foreign language teachers must complete an approved foreign language education program, pass a communication skills test, a general education test, a professional knowledge test and the foreign language pedagogy test. The state does not require or test oral proficiency for certification; however, some colleges/universities do require passing written and/or oral examinations. These requirements are currently being revised by the Pennsylvania Board of Education.

Current Initiatives: House Bill 2781 PN4143 was introduced to establish of a summer foreign language academy program for secondary school students throughout the Commonwealth but did not pass.

SOUTH CAROLINA

Enrollment Figures: 1990-91

Elementary:	8,552 or 2% of grades 1-8
Middle/junior:	included above
High school:	58,428 or 36.6% of grades 9-12

Languages Offered:

Elementary:	French, German, Latin, Spanish
Middle/junior:	included above
High school:	French, German, Japanese, Latin, Russian, Spanish

Requirements: There is a two year foreign language admission requirement for the state's public colleges and universities. All high schools are required to offer at least two years of a foreign language.

Percentage of School Districts Offering Language Instruction:

Elementary:	25%
Middle/junior:	included above
High school:	100%

Pre- and In-service Teacher Preparation: To become certified, foreign language teachers must obtain a degree in the language from an accredited teacher training college and pass the National Teachers Exam. Summer recertification courses are available free of charge for teachers; the costs are supported by the State Department of Education. Francis Marion College holds an annual Foreign Language Conference funded by registration fees and the College. The state language association also conducts workshops at its meetings, and local inservice programs are available at the school district level.

Current Initiatives: Currently, there are no initiatives specifically earmarked for foreign language education.

TEXAS

Enrollment Figures: 1989-90

Elementary:	49,191 or 3% of grades K-6
Middle/junior:	40,708 or 8% of grades 7-8
High school:	264,230 or 30% of grades 9-12

Languages Offered:

Elementary:	Spanish, minimal numbers of French
Middle/junior:	French, German, Latin, Spanish
High school:	Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Portuguese, Russian, Spanish

Requirements: There are no requirements for districts to offer foreign languages or for students to take foreign languages in the elementary or middle/junior high grades. All districts must offer at least two levels of the same language in grades 9-12. Students in a regular graduation program are not required to take a language. Students in an advanced high school program are required to complete two levels of the same language. Entrance and exit requirements for Texas colleges and universities vary from institution to institution.

Percentage of School Districts Offering Language Instruction:

Elementary:	5% (est.)
Middle/junior:	19% (est.)
High school:	88% (although all districts must offer two levels of one language to students, 12% of districts have no language students enrolled)

Pre- and In-service Teacher Preparation: The state sets minimum program standards and certification requirements for teacher preparation programs and monitors those programs on a regular basis. The development of external tests, the Examination for Certification of Educators in Texas (ExCET) and the Texas Oral Proficiency Test, that relate directly to the mandated state curriculum and the specified "essential elements" therein ensures that teachers will have the preparation for teaching the prescribed curriculum once they enter the classroom.

The state also sets minimum requirements for teacher certification (24 hours in the subject area, 12 advanced, for example), but institutions of higher education typically add to that with their own requirements. Various other certification plans exist, including the elementary certificate with an area of specialization, and alternative certification programs. All candidates must pass ExCET examinations in professional development and in the

specific content area. In addition, language teacher candidates in French and Spanish and those seeking the bilingual certification in Spanish must demonstrate "Advanced" proficiency on the Texas Oral Proficiency Test.

Current Initiatives: The Texas State Board of Education has approved a Long Range Plan that contains an objective to develop language skills in all students and calls for state tests to include measures of students' knowledge of foreign languages. Resulting from this effort are recommendations that have been forwarded from the State Board to the Legislature that would establish policy and appropriations for implementation of model language programs in the schools to meet the needs of the students, with priority given to elementary school programs.

Since 1985, Texas school districts have been required to offer a well-balanced curriculum, including, for the first time, foreign languages. In making graduation requirements more rigorous, some students choose an advanced high school program which requires language study. The movement toward outcome-based education in Texas will find the state-mandated curriculum responsive, since that curriculum is proficiency-oriented and performance-based.

UTAH

Enrollment Figures: 1990-91

Elementary:	NA
Middle/junior:	NA
High school:	24,131 or 32.5%

Languages Offered:

Elementary:	French, German, Spanish
Middle/junior:	French, German, Japanese, Spanish
High school:	French, German, Japanese, Latin, Russian, Spanish

Requirements: High schools are required to offer language instruction, and the University of Utah requires two years of foreign language study for admission.

Percentage of School Districts Offering Language Instruction:

Elementary:	25% (est.)
Middle/junior:	75%
High school:	100%

Pre- and In-service Teacher Preparation: Each accredited institution recommends teachers for certification. Foreign language teachers must have completed 24 quarter hours or 18 semester hours of a foreign language at specified levels and demonstrate an ACTFL proficiency rating of "advanced" for Spanish, French or German and a rating of "intermediate-high" for Japanese or Russian.

The State Office of Education provides methodology workshops 3-4 times each year. The Utah Foreign Language Association presents workshops during the Education Association Conference each October.

Current Initiatives: Foreign language is <u>not</u> part of the core curriculum as established by the task force of the Utah State Legislature and the Utah State Office of Education.

VERMONT

Enrollment Figures: 1990-91

Elementary:	2,252 or 5% of grades K-5
Middle/junior:	6,480 or 31% of grades 6-8
High school:	15,351 or 59% of grades 9-12 (students enrolled in more than one language counted twice)

Languages Offered:

Elementary:	French, Spanish
Middle/junior:	French, Spanish, Exploratory programs
High school:	French, German, Latin, Spanish

Requirements: There are no state-level requirements for foreign language instruction.

Percentage of School Districts Offering Language Instruction:

Elementary: 10%
Middle/junior: 50%
High school: 100%

Pre- and In-service Teacher Preparation: The state department of education approves teacher preparation programs and individualized licensing processes.

Current Initiatives: No current initiatives.

VIRGINIA

Enrollment Figures: 1990-91
Elementary: NA
Middle/junior: 9,298 or 13% of grade 7
High school: 156,250 or 45% of grades 8-12

Languages Offered:
Elementary: Arabic, Chinese, French, German, Japanese, Latin, Russian, Spanish
Middle/junior: included below
High school: Chinese, French, German, Greek (modern), Italian, Japanese, Latin, Russian, Spanish

Requirements: A foreign language must be available to all interested students in grade 8. Every high school must offer at least three years of one foreign language. To receive an Advanced Studies Diploma, high school graduates must have three years of one foreign language or two years of two foreign languages.

Percentage of School Districts Offering Language Instruction:

Elementary: 50% (est.)
Middle/junior: 100%
High school: 100%

Pre- and In-service Teacher Preparation: *Proposed* regulations would permit each college/university to develop its own teacher-preparation program based on broad guidelines (of a general nature) promulgated by the state department of education. *Current* teacher certification requirements for foreign languages include 36 semester hours in the target language for modern foreign languages or 30 hours for classical languages, general education requirements and appropriate scores on the National Teachers Exam.

The state funds an annual statewide inservice program for foreign language teachers. On-site assistance is also available from department of education staff. Several colleges/universities sponsor meetings and workshops and the state foreign language association conducts inservice programs at their annual conference.

Current Initiatives: Despite budget cuts, Virginia's foreign language programs remain strong; the state's summer foreign language academies for high school students are fully funded through 1991.

WASHINGTON

Enrollment Figures: 1990-91
Elementary: 2%
Middle/junior: 8% (est.)
High school: 38%

Languages Offered:
Elementary: Spanish
Middle/junior: French, German, Spanish
High school: Chinese, French, German, Japanese, Latin, Russian, Spanish, Swedish

Requirements: There are no requirements for students to take foreign languages in grades K-12. The major research institutions in the state require two years of foreign language study for admission.

Percentage of School Districts Offering Language Instruction:

Elementary: NA
Middle/junior: NA
High school: 100%

Pre- and In-service Teacher Preparation: The state sets teacher certification requirements. Foreign language teachers must have a minor in the language to be taught in addition to general teacher certification requirements. The state foreign language association provides the bulk of the teacher inservice opportunities in the state.

Current Initiatives: College scholarships are now available to students who become proficient in Spanish, Russian, Chinese or Japanese before graduation from high school.

WEST VIRGINIA

Enrollment Figures: 1987
Elementary: NA
Middle/junior: included below
High school: 22,000 or 25% of grades 7-12

Languages Offered:
Elementary: French, German, Spanish
Middle/junior: French, Spanish
High school: French, German, Spanish

Requirements: There are no foreign language requirements.

Percentage of School Districts Offering Language Instruction:

Elementary: NA
Middle/junior: 50% (est.)
High school: 100%

Pre- and In-service Teacher Preparation: Foreign language teacher certification requirements include 30-36 hours of language instruction (hours vary by institution), a certain number of education courses, student teaching, and passing a state-administered content specialization test. The state department of education is responsible for approving teacher education programs.

The state department of education provides inservice workshops for teachers at its annual general education conference.

Current Initiatives: Foreign language education has largely been ignored, although there is support from within the state department to institute a two-year language requirement for high school students.

WISCONSIN

Enrollment Figures: 1989-90
Elementary: 9% in grades K-6
Middle/junior: 20% in grades 7-8
High school: 34% in grades 9-12

Languages Offered:
Elementary: French, German, Spanish
Middle/junior: French, German, Latin, Spanish
High school: French, German, Japanese, Latin, Russian, Spanish

Requirements: Schools will be required to offer foreign language instruction in grades 7-8 by 1993. High schools are required to "provide access" to foreign language study each year in grades 9-12. There is a two-year foreign language entrance requirement at the Madison and Milwaukee campuses of the University of Wisconsin.

Percentage of School Districts Offering Language Instruction:

Elementary: 9%
Middle/junior: 60%
High school: 100%

Pre- and In-service Teacher Preparation: Approved foreign language teacher preparation programs must develop skill in the use of the target language (including listening, speaking, reading and writing), an understanding of the target culture and an ability to develop instructional strategies necessary to teach the target language and culture. All programs for modern language teachers must require a period of residence in a country in which the foreign language is spoken or attendance at an "experimental" program approved by the department of education. Programs must also require the measurement of the oral proficiency of prospective teachers.

Inservice opportunities are available through a two-day annual conference funded by participant fees and various programs funded by the Goethe Institute for German teachers.

Current Initiatives: The only new initiatives are those requiring schools to offer foreign languages in grades 7-8, effective in 1994, and requiring high schools to offer access to language instruction every year.

WYOMING

Enrollment Figures: 1986-87

Elementary: none
Middle/junior: 2,297 students
High school: 5,612 students

Languages Offered:

Elementary: none
Middle/junior: French, German, Latin, Spanish
High school: French, German, Latin, Spanish

Requirements: BA degree recipients from the College of Arts and Sciences at the University of Wyoming must study a foreign language.

Percentage of School Districts Offering Language Instruction:

Elementary: 0%
Middle/junior: 6%
High school: 98%

Pre- and In-service Teacher Preparation: Prospective foreign language teachers must complete all general certification requirements and have a minimum of 24 semester hours in the target language. The applicant must have at least one upper level conversation course in the language to be taught (excluding Latin).

The annual meeting of the state's foreign language association provides the only statewide source of inservice training.

Current Initiatives: The legislature has established an Education Trust Fund for Innovative Programs which includes foreign languages.

The Joint National Committee for Languages (JNCL) provides a forum for cooperation for forty language organizations encompassing virtually all areas of the profession: the major and less-commonly-taught languages (including English and English as a Second Language), bilingual education, linguistics, research, and translation. JNCL develops policy priorities and identifies needs in language education in the United States. Its sister organization, the National Council for Languages and International Studies (NCLIS), is a registered lobbying organization, and serves as the "action arm" for the language and international education communities. It translates professional priorities into national policy.